**YEAR 1 2025 CURRICULUM & ASSESSMENT PLAN ENGLISH**

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|  | **Achivement Standard** | By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.  They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. | | | | | | |
| Semester One | | | | | Semester Two | | | |
| **ENGLISH 8 h/w** | **CURRICULUM KNOWLEDGE** | **Imaginative focus: Recounts and narratives**  **Texts studied:**   * Rosie’s Walk * Big Rain Coming * Blossom Possum   Discuss plot, character and setting, which are features of stories  Discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrator  Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures | **Information and Persuasive focus: Texts have different jobs**  **Texts studied:**   * Kookaburras * Echidnas   Describe some similarities and differences between imaginative, informative and persuasive texts Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions Compare how images in different types of texts contribute to meaning | **Genre focus: Biography**  **Texts:**  Marie Curie, Jane Goodall, David Attenborough Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures Describe some similarities and differences between imaginative, informative and persuasive texts  Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words | | **Imaginative focus: Cultural stories**  **Texts studied:**   * The Four Dragons eBook * Tiddalick * Why the Sky is far away  Discuss plot, character and setting, which are features of stories Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools  Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace  Discuss literary texts and share responses by making connections with students’ own experiences | **Information and Persuasive focus: Places in the world**  **Texts studied:**   * Australia, China, Nigeria * Ads about Australia, China and Nigeria   Describe some similarities and differences between imaginative, informative and persuasive texts  Compare how images in different types of texts contribute to meaning  Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams  Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures | **Genre focus: Procedures and recipes**  **Texts studied:**   * The Lighthouse Keeper’s Lunch * A variety of procedural texts (processes and recipes)   Describe some similarities and differences between imaginative, informative and persuasive texts  Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams  Discuss different texts and identify some features that indicate their purposes  Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace |
| **KNOWLEDGE APPLICATION** | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Engage and interpret recounts and narratives  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns to write a new setting/ event or character  1. Joint Construction  * Reconstruct stages and phases of model | **R2L Teaching Cycle: Factual and Text Response**   1. Preparing and Reading  * Read and interpret different text types  1. Detailed Reading  * Recognise structural and evaluative language patterns using key paragraphs from the model response * Highlight key content from the text  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use language patterns or content to write a new text  1. Joint Construction  * Deconstruct models of reports and advertisments * Reconstruct independently | **R2L Teaching Cycle: Biography**   1. Preparing and Reading  * Explore field knowledge – famous people  1. Detailed Reading  * Highlight key information from the text and sequences in time  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences – develop grammar metalanguage * Practise spelling and writing/lines  1. Rewriting  * Use language patterns or content to write a new text  1. Joint Construction  * Deconstruct models of biographies * Reconstruct independently | | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Prepare and read whole story (including visuals) * Discuss themes and aesthetics  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns to write a write a retell of the text stage  1. Joint Construction  * Use well written models of stories * Reconstruct stages and phases of retell * Performance to an audience | **R2L Teaching Cycle: Factual and Text response**   1. Preparing and Reading  * Read and interpret different text types  1. Detailed Reading  * Recognise structural and evaluative language patterns using key paragraphs from the model response * Highlight key content from the text  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use language patterns or content to write a new text  1. Joint Construction  * Deconstruct models of reports and advertisments * Reconstruct independently | **R2L Teaching Cycle: Factual (procedure)**   1. Preparing and Reading  * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Make notes * Write new sentences  1. Joint Construction  * Deconstruct stages and phases of a procedure Use notes from paragraph-by-paragraph reading to organise information * Digital presentation |
| **ASSESSMENT** | **Summative assessment:**   * Written: Retell – 3 stages (narrative structure) * Speaking and Listening * Reading comp – Big Rain (structure of story – contribution of image) | **Summative assessment:**   * Written: Report (scientific information) * Multimodal: Advertisement (written and image) | **Summative assessment (Sem 2 Report):**   * Written: Biography – from notes | | **Summative assessment:**   * Written: Retell of a studied story * Spoken: Presentation to audience | **Summative assessment:**   * Written: Report (scientific information) * Multimodal: Advertisement (written and image) * Reading Comp – organisation of ideas – audience * Response to images | **Formative assessment:**   * Written: procedures * Spoken: presentation |
|  |  | **School Moderation** | **School Moderation** | **Cluster Moderation** | | **School Moderation** | **Cluster Moderation** | **School Moderation** |

**MATHEMATICS**

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|  | **Achievement Stanadard** | By the end of Year 1, students connect number names, numerals and quantities, and order numbers to at least 120. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. Students use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit.  They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare and classify shapes and objects using obvious features. Students give and follow directions to move people and objects within a space.  They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies. | | | | |
| **Semester One** | | | | | **Semester Two** | |
|  | **CURRICULUM KNOWLEDGE** | Unit 1 | Unit 2 | Unit 3 | | Unit 4 |
| **Number, Space, Statistics** | **Number, Algebra, Measurement** | **Number, Space, Measurement** | | **Number, Algebra** |
| Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities * use physical and virtual materials  to demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond two digits * use curiosity and imagination  to explore situations, recognise patterns in their environment  and choose ways of representing thinking when communicating  with others * use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations * use simple surveys to collect and sort data, based on a question of interest, such as colour of eyes; recognise that data can be represented in different ways such as objects, images, drawings, lists and symbols; compare and discuss data by identifying patterns. | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * use physical and virtual materials to demonstrate that one- and two-digit numbers can be represented, partitioned and composed in various ways, and that two-digit numbers can be partitioned into tens and ones * use skip counting to quantify physical collections * recognise patterns in numbers and extend knowledge of numbers beyond two digits * use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers * explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events. | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * demonstrate that numbers can be represented, partitioned and composed in various ways (for example: partition collections into equal groups, skip count) and extend their knowledge of numbers beyond two digits * use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers * use spatial features to classify shapes and objects and recognise shapes and objects in the environment and communicate reasoning (for example: explaining choices when ordering objects) * explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity, duration) and communicate reasoning * measure the length of shapes and objects using uniform informal units in an everyday situation. | | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * connect understanding of numbers to at least 120 by representing, partitioning and composing in various ways * use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers * use skip counting to quantify physical collections initially by 2s, 5s, 10s * recognise repeated patterns in numbers, symbols and objects using physical and virtual materials. |
| **SKILL DEVELOPMENT** | Rapid Recall   * Days of the week * Months of the year * Numbers and number words * Skip counting – 1’s, 2’s, 5’s   Warm-Up   * Place value * Part-whole – standard partitioning of 1 digit numbers * Addition and subtraction * Locate numbers on number lines * Skip counting – 2’s * Comparing lengths * Identify outcomes of chance events | Rapid Recall   * Days of the week * Months of the year * Numbers and number words * Skip counting – 1’s, 2’s, 5’s   Warm-Up   * Repeating and growing patterns * Teen numbers * Location and transformation * Part-whole – standard and flexible partitioning of 2 digit numbers * Fractions - halves and wholes * 2D and 3D shapes * Counting collections, Number relationships * Coins – bigger or smaller? | Rapid Recall   * Days of the week * Months of the year * Numbers and number words * Skip counting – 1’s, 2’s, 5’s   Warm-Up   * Number patterns * Location and transformation - directions * Part-whole – standard and flexible partitioning of 2 digit numbers * Fractions - halves and wholes * Measurement – lengths and capacity * Time duration – longer or shorter? * Mental maths strategies | | Rapid Recall   * Days of the week * Months of the year * Numbers and number words * Skip counting – 1’s, 2’s, 5’s, 10’s   Warm-Up   * Repeating and growing patterns * Teen numbers * Part-whole – standard and flexible partitioning of 2 digit numbers * Part-whole – missing numbers in partitioning * Fractions – halves and doubles * Fractions - halves and wholes * Counting collections, Number relationships * Time duration – compare and sequence time events |
| **ASSESSMENT** | **AT 1.1: Statistics and Probability**  **Monitoring task: Measurement and Space** | **AT 2.1: Number** **and Algebra** | **AT 3.1: Number and Mathematical modelling**  **AT 3.2: Measurement and Space** | | **AT 4.1: Number and Algebra**  **Monitoring Task: Number and Algebra** |

**Junior Years – STEM- Rotation A**

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|  | **Year Level Description** | In Rotation A of the STEM program students identify the basic needs of plants and animals, including air, water, food and shelter, and describe how the places they live meet those needs. They will then explore how plants and animals are grown for food, clothing and shelter, to understand how food is selected and prepared for healthy eating as they design farm solutions to enable successful food and fibre production. They will build on their experiences about sound to explore ways to change a sound produced by instruments, manipulating materials to observe how sounds are produced and how changes can be made to sound effects. They continue to build their understanding of digital systems as they interact with various digital systems to explore what they do for a purpose and how digital systems represent and process data in different ways.  Students pose questions and make predictions based on their observations and are introduced to ways of organising their observations to identify patterns. They appreciate that STEM involves observing, asking questions about and describing changes in objects and events. | | | |
| **STEM 1.5 h/w** | **Science**  **SCIENCE**  **Curriculum Knowledge** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Life and Living- Do plants, birds or frogs ‘have needs’ the way humans do?** | **Design and Technologies - Grow, grow, grow**  **Food and fibre production and Food specialisations** | **How do we make and sense sound?** | **Digital Technologies**  **Computers, Are they Handy helpers?** |
| Students observe how living things, including plants and animals have needs to survive depending on the place they live. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.  **Excursion – Lone Pine – Hatchers and growers** | Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food product from garden produce.  Students apply design skills to a given task. | Students explore sources of sound to make music. They manipulate materials to observe how sounds are produced, and how changes can be made to sound effects. They examine how sound is useful in everyday life. | Students learn and apply Digital Technologies knowledge and skills through guided activities and tasks. |
| **Assessment** | Tasks and activities for this unit will cover th following assessment criteria  **Biological Science**- identify how living things meet their needs in the places they live., to describe how people (and themselves) use science in their daily lives and how people use patterns to make scientific predictions.  **Science Inquiry**- pose questions to explore observations and patterns to make predictions based on experiences. Thy wll use provided tables and organisers to sort and order data and information and, with guidance, represent patterns in data. They will compare their observations with those of others, while using everyday and scientific vocabulary to communicate observations, findings and ideas. | Tasks and activities for this unit will cover the following assessment criteria  **Design and Technologies** - describe the purpose of familiar products, services and environments.  **Processes and Production Skills** - describe the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions. | Investigation Project booklet to explore sources of sound to make music:   * Investigate sounds * Grouping sounds * Investigating Indigenous instruments * Design and create a musical instrument   **Physical Science -** describe how different pushes and pulls change the motion and shape of objects, demonstrating how different sounds can be produced and describe the effect of sound energy on objects. They describe how people (and themselves) use science in their daily lives and how people use patterns to make scientific predictions.  **Science Inquiry -** suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use everyday and scientific vocabulary to communicate observations, findings and ideas. | Tasks and activities for this unit will cover the following assessment criteria  **Digital Technologies- Data Representation -** represent and process data in different ways.  **Processes and production Skills** - follow and describe basic algorithms involving a sequence of steps and branching. |
| ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** |

**HASS AND THE ARTS**

| **Semester 1** | | | | | **Semester 2** | |
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| **HUMANITIES AND SOCIAL SCIENCES 45 m/w** | **KA** | **Unit 1: My world is different from the past (A Year)**  Inquiry questions: How has technology changed overtime? How are certain sites significant for our local community and why should they be preserved? | | | | | **Unit 2: The weather affects how you live (A Year Program)**  Inquiry questions: What impact does weather have on the way we live in Brisbane? | |
| **ACHIEVEMENT STANDARD** | By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.  Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location. | | | | | | |
| **CURRICULUM KNOWLEDGE** | In this unit, students:   * identify and describe important dates and changes in familiar contexts * compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences * respond to questions about the recent past * sequence and describe events of personal significance using terms to describe the passing of time * examine sources, such as images, objects and family stories, that have personal significance * share stories about the past.. | | | | | In this unit, students:   * draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops * recognise that the features of places can be natural, managed or constructed * identify and describe the natural, constructed and managed features of places * examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places * represent local places using pictorial maps and describe local places using the language of direction and location * respond to questions to find out about the features of places, the activities that occur in places and the care of places * collect and record geographical data and information, such as observations and interviews to investigate a local place * reflect on learning to respond to questions about how features of places can be cared for. | |
| **ASSESSMENT** | **Assessment task:**  Stimulus activity about reading time and sources  *Research project finding and using sources to work out the significance and history of the KSS school buildings.* | | | | | **Assessment task:**  Stimulus activies to describe features of places and weather  *Research project discovering the impact of weather on how we use this place and what we do to care for it* | |
| **THE ARTS 1h/w (plus 30 mins Music)** | **Achievement Standard** | By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.  Students use the elements and processes of arts subjects to make and share artworks that represent ideas. | | | | | | |
| **CURRICULUM KNOWLEDGE** | **Term 1** | **Term 2** | | **Term 3** | | | **Term 4** |
| **Unit 1 – Visual Arts – Elements of Art**  Exploring more elements of art through inquiry | | **Unit 2 – Dance/Drama**  Improvisation and group performance skills | | **Unit 3 – Media Art: Look again**  Building skills in digital imagery | | **Unit 4 – Visual Arts: Up, down and around**.  Applying elements of art in chosen media |
| **Achievement Standards: Year Prep to 2**  By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.  Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes. | | **Achievement Standards: Year Prep to 2**  Students describe artworks they make and view and where and why artworks are made and presented.  Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes. | | **Dance** **Achievement Standards: Years Prep to 2**  By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.  Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice. | | **Achievement Standards: Years Prep to 2**  By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.  Students make and share media artworks using story principles, composition, sound and technologies. |
| **ASSESSMENT** | **Formative assessment –**  **Teacher observations, checklists, work samples**  **Summative assessment –**  **Displayed art work, Slideshow** | | **Formative assessment –**  **Teacher observations and checklists**  **Summative assessment –**  **Displayed art work** | | **Formative assessment –**  **Teacher observations and checklist**  **Summative assessment –**  **Performances (group or ind)** | | **Formative assessment –**  **Teacher observations, work samples**  **Summative assessment –**  **Displayed art work, Slideshow** |
|  | **Music**  Students communicate about the music they listen to, make and perform and where and why people make music  Students improvise, compose, arrange and perform music  They demonstrate aural skills by staying in tune and keeping in tune when they sing and play | | | **Music**  Students communicate about the music they listen to, make and perform and where and why people make music  Students improvise, compose, arrange and perform music  They demonstrate aural skills by staying in tune and keeping in tune when they sing and play | | | |
| ASSESSMENT | **Assessment:**  Formative only | | **Assessment:**  Formative only | **Assessment:**  Formative only | | | **Assessment:**  Respond to a piece of music.  Identify an instrument you can hear.  How is the sound produced?  Hit, blown, plucked or shaken?  What country do you think this music is from and why?  What is the tempo? (Fast/moderate/sow)  Is there pitch? How can you tell? |

**HEALTH AND PHYSICAL EDUCATION**

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| **HEALTH AND PHYSICAL EDUCATION 2h/w** | **ACHIEVEMENT STANDARD** | By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.  Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | | | | | | |
|  | **Term 1** | **Term 2** | | **Term 3** | | | **Term 4** |
| **CURRICULUM KNOWLEDGE** | **Swimming (Water Safe) & Learn Through Play**  In Year 1 & 2, students practise and develop locomotor and non-locomotor skills, including ***balancing,*** ***running and jumping, and object control skills, including rolling, propelling, bouncing, throwing, catching and kicking a range of different objects, swimming stroke and kicking, safety floatation, propulsion through the water & manipulation of the body in and through water.***  Through participation in ***active play***, ***small group games*** and ***minor games***, students explore ways to move safely and investigate why and how following rules promotes fair play. | | **Athletics & Gross Motor Development:**  In 1 & 2 Year, students practise and develop locomotor and non-locomotor skills ***(specicially related to athletics***), including running (***sprint & long distance***) and jumping (***long & high jump***), and object control skills, including propelling, throwing range of different objects ***(intro to shot put).***  Through participation in ***active play, small group games*** and ***minor games*,** students explore ways to move safely and investigate why and how following rules promotes fair play. | | **Gross Motor Program:**  In Year 1 & 2 students practise and develop locomotor and non-locomotor skills, including ***balancing,*** ***running, skipping, hopping and jumping, and object control skills, including rolling, propelling, bouncing, throwing, catching and kicking a range of different objects.***  Through participation in ***active play***, ***small group games*** and ***minor games***, students explore ways to move safely and investigate why and how following rules promotes fair play. | **Swimming (Stroke Development) & Carnival Preparation:**  **Foundation Life Saving (Modified):**  **Ball Games Unit:**  In Year 1 & 2, students practise and develop locomotor and non-locomotor skills, including ***balancing,*** ***running and jumping, and object control skills, including rolling, propelling, bouncing, throwing, catching and kicking a range of different objects, swimming stroke and kicking, safety floatation, propulsion through the water & manipulation of the body in and through water.***  Through participation in ***active play***, ***small group games*** and ***minor games***, students explore ways to move safely and investigate why and how following rules promotes fair play. | |
| **ASSESSMENT** | **Formative and Summative Assessment:** Observations/checklists  Observation Checklists (Swimming – Water Safe & Jnr Lifesaving Checklist/Stroke Criteria Sheet)  Working with others/Rules - Checklist | | **Formative and Summative Assessment:** **:** Observations/checklists  Atheltics - Criteria Sheet  Working with others/Rules - Checklist | | **Formative and Summative Assessment:** **:** Observations/checklists  Gross Motor Skills Checklist  Working with others/Rules - Checklist | **Formative and Summative Assessment:** **:** Observations/checklists  Gross Motor Skills Checklist  Working with others/Rules - Checklist | |
| **CURRICULUM KNOWLEDGE** | **U1: A little Independence**   * Describe physical and social changes that occur as they grow. Describe personal strengths and achievements and discuss how these are acknowledged and celebrated. * Identify similarities and differences, and recognise how diversity contributes to identities. * Describe changes that occur as individuals grow older. * Describe how family and community acknowledge changes. * Recognise similarities and differences in individuals . * Identify factors that influence personal identities. * Discuss how differences and similarities are celebrated and respected. | | U2 – Good healthy choices in my environment   * Describe actions that keep themselves and others healthy in different situations. * Understand the meaning of being healthy. * Recognise situations and opportunities to promote health. * Understand the relationship between personal actions and being healthy. * Identify and explain actions related to health messages. * Recognise situations and opportunities to promote healthy choices. * Identify and explore natural and built environments in their local community where physical activity can take place. * Consider health messages when making health decisions and selecting healthy actions. * Understand decision making steps to make healthy choices. | | U3 - We are family – we all belong   * Recognise similarities and differences in individuals and groups and describe how these differences can be respected. * Identify and practise emotional responses that reflect their own and others’ feelings. * Examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong. Examine similarities and differences * Recognise how differences contribute to identity * Understand different ways to demonstrate respect * Understand how emotional responses influence their own and others’ feelings * Explore ways to help themselves and others feel they belong practise strategies to be friendly and include others. | U4 - My safety, my responsibilities in different environments   * Identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. * Practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task. * Examine safe and unsafe situations and strategies to keep safe. * Recognise and rehearse strategies that help keep them safe. * Explore how responsibilities increase as they grow older. * Examine situations where they may need to seek help from others. * Recognise safety clues and rehearse strategies they can use to seek help. | |
| **ASSESSMENT** | **Assessment: Collection of work**  The assessment will gather evidence of the student’s ability to examine messages related to health decisions and describe actions that help keep themselves and others healthy | | **Assessment: Collection of work**  The assessment will gather evidence of the student’s ability to examine messages related to health decisions and describe actions that help keep themselves and others healthy | | **Assessment: Collection of work**  The assessment will gather evidence of the student’s ability to examine messages related to health decisions and describe actions that help keep themselves and others healthy | **Assessment: Collection of work**  The assessment will gather evidence of the student’s ability to examine messages related to health decisions and describe actions that help keep themselves and others healthy | |
| **Excursion** | | **PEEC: Forest Kingdoms** | |  | |  |  | |